

# *Life Skills' Training To Build Social Autonomy For Mild Intellectual Disability Persons*

**Nani Nur Aeni<sup>1</sup>**

Universitas Islam Nusantara :  
Faculty of Teachers' Training and Educational Sciences

**Zubaedah Wiji Lestari<sup>3</sup>**

Universitas Islam Nusantara : Faculty of Teachers'  
Training and Educational Sciences

**N. Dede Khoeriah<sup>2</sup>**

Universitas Islam Nusantara : Faculty of Teachers' Training  
and Educational Sciences

**Abstract - This research is a qualitative descriptive research, with participant mild intellectual disability persons and special needs school's teachers, instructors and social workers from difable rehabilitation service West Java Province. The study aims to produce a model of life skills training program suitable for post school intellectual disability persons in Bandung. The research stages were modified from the Borg & Gall model. The data collection techniques are observation and in-depth interviews. The results showed that the social autonomy of mild intellectual disability persons is low but have potential to be educated into semi-skilled labor with little supervision. Through life skills training, mild intellectual disability persons can learn to adjust their social environment and practice not to depend on others. The description of this social autonomy is the main subject of empirical study in the preparation of effective life skills training program model to be developed for mild intellectual disability persons.**

**Keywords: mild intellectual disability persons, social autonomy, semi-skills, life skills.**

## I. INTRODUCTION

Mild intellectual disability persons are individuals who naturally require social assistance. The social assistance not only fulfills the element of social rights that must be given to mild intellectual disability persons, but also reduce social burden and build their social autonomy. Based on the data from Central Bureau of Statistics of Republic of Indonesia, in 2010 the number of people with disabilities reach approximately 9.046.000 people of approximately 237 million population. Some of the number are intellectual disability persons[1]. Based on a survey conducted by PT Surveyor Indonesia, the highest number of people with disabilities is in West Java Province. This data certainly increases, considering the increase of population between the years 2010 until 2018. Unfortunately, most of society still do not have open minded about the existence of persons with disabilities. This situation

requires the government and society to provide an alternative model to solve problems dealing with disability persons.

Associated with mild intellectual disability person, the main problem is the limitation of intelligence as the basic ability to learn information, having skills and adjust to social life, so as they cannot achieve optimal development as a normal person. In some literary, the intelligence potential of mild intellectual disability person is shown to be at an IQ level of 68 - 52 (according to Binet) or 69-55 (according to the Weschler Scale), or 70-55 (according to the American Association on Intellectual Retardation). Considering their intelligence potential, "the child's with intellectual disability is weak in thinking and reasoning and resulting difficulties in learning ability, and social adaptation " [2].

Associated with the problem of intellectual barriers, mild intellectual disability person have ability to be educated into semi-skilled labor with little supervision. This potential can be developed through education and thorough attention from social environment, so that they can play an optimal role in accordance with their potential. This is in line with the educational message shown in Law No. 20 of 2003 on National Education System article 1 paragraph (1), stated[3]:

"Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills needed himself, society, nation, and state".

Similarly, refers to Kirk's statement in Astati's[4], the specific objectives of education for mild intellectual disability children are to: 1). develop basic schooling skills: reading, writing, math; 2). develop healthy living habits; 3). develop socialization skills; 4). develop emotional and security abilities both at school and at home; 5). use the ability to use free time; 6). use skills through vocational training; 7). develop self-motivating skills in productive activities. Based on the description above it can be concluded that mild intellectual disability persons facing academic learning

difficulties that are abstract, but in non-academic learning they can still be directed. Thus, the task of educators is to improve the quality of non-academic education, namely skills education so as they can support themselves and apply the skills education gained in the work world.

Formal educational institutions in this regards SLB and non-formal institutions of disability rehabilitation service is a unity of educational activities, learning and training, that should be able to improve the quality of mild intellectual disability people by establishing their personality and skills. This is necessary so that people mild intellectual disability people can help themselves and improve their social independence. Therefore, it is necessary to disclose and observe the social autonomy of mild intellectual disability people to be used as a reference for teachers and social worker instructors in developing relevant skills education. Later it can be used to help the lives of mild intellectual disability people independently in the community. The focus of this study is to obtain a description of: 1). social autonomy condition social of post-school mild intellectual disability people; 2) Problems faced by post school mild intellectual disability people 3) the appropriate model of life skills training program conducted at SLB and training providers.

## II. RESEARCH METHOD

This research is basically the first step of the development research that will be conducted to produce the product, that is the appropriate model of training program for mild intellectual disability people. The research stages were modified from the Borg & Gall model[5]. The initial stage of the research is an exploration phase, to obtain a description of the objective condition of the social autonomy of mild intellectual disability people, the problems faced by post-school lighters, the objective condition about their work ability and the alternative of skill training to prepare the provision of life skills for mild intellectual disability people. The data collection was done by observation technique and in-depth interview. Data sources are mild intellectual disability people, skill teachers, principals, and instructors of the Social Service Rehabilitation Institution of West Java Province. The study was conducted in 3 Special Schools (SLB) in Bandung City and also on the social worker of rehabilitation service difable West Java Province.

## III. RESULTS AND DISCUSSION

### 1. Social Autonomy Condition of Post-School Mild Intellectual Disability Person

Conceptually, the meaning of social autonomy can not be separated from the concept of "autonomy" as the basic value inherent in the internal aspects of the nature of the "self" of the individual. Related to the autonomy of mild intellectual disability people, Astat[6], explains that "the autonomy achievement of independence for mild intellectual disability people can not be interpreted equal to the autonomy achievement of regular children in general". People with mild intellectual disability have difficulty in abstract thinking, but still able to learn things that are academically limited.

Somantri [7] shows that people with mild visual impairment can still learn to read, write and count simple, so that with good guidance and education, in time can earn income for himself.

Physically, there are no differences between a regular child with a mild intellectual disability child but when they communicate and interact the obstacle ability will appear. According to Astat[4] mild intellectual disability person tend to withdraw, indifferent and easily confused, but with specific attention and guidance, they are able to adjust to their social environment, and can mingle and stand on their own. Thus, the autonomy of mild intellectual disability people, must be formulated in accordance with their potential, including those associated with emotional autonomy, intellectual autonomy, economic autonomy and social autonomy. In accordance with the focus of this study, social autonomy relates to the behavior of individuals in interacting with their social environment. A person who has social autonomy interacts with other individuals in his social community, independent of others. Havighurst in Desmita[8], points out that "social self-reliance, is the ability to interact with others and not depend on the actions of others." People who have an autonomy nature tend to do things by themselves, such as: planning your own activities, doing things in your own way, not looking for advice of others, not waiting for the help of others. Conversely, a dependent person will do all his social actions always asking for advice and help from others. In connection with the condition of mild intellectual disability people, in this study, social autonomy is observed based on the following aspects: a). ability to adapt to community norms; b). ability to interact with others; c). the ability to respect others; d). ability to obey the norms / rules of work; e). ability to communicate effectively to carry out work; f). ability to work together to carry out certain tasks / tasks. The assessment rubric is based on the following criteria: a). Good Value, if the ability to do social activities are not too dependent on others and have compliance when it is directed; b). Sufficient Value, if the ability to do social activities are still much dependent on the actions of others, the guidance of his social attitude still need to be repeated given; c). Less value, if the ability to perform social activities is very dependent on the actions of others and still difficult to adjust social behavior. The description of research data about capability value are as follows.

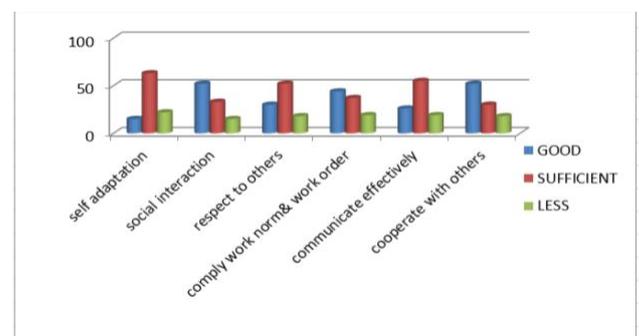


Fig.1 The Presentation of social autonomy of mild intellectual disability person (research subject 27) people)

The social autonomy profile of mild intellectual disability person, in term of adaptability to community norms, is high in the "sufficient" category (63%), 15% in "good" and 22% in "less" category. In ability to interact with others' aspect, the data shows it is high(52%) in "good" category, 33% in "sufficient" category and 15% in "less" category. In term of the ability to respect others, the data shows it is high(52%) in "sufficient" category (52%), 30% in "good" category, and the remaining 18% in "less" category. In the aspect of ability to comply with the norms and work order, the data shows 44% in "good" category, 33% in "sufficient" category and 19% in "less" category. Furthermore, on the aspect of ability to communicate effectively to carry out the job, the data show it is high (55%) in "sufficient" category, 26% in "good" category and 19% in "less" category. Whereas in the aspect of ability to cooperate to carry out certain tasks, the data shows, it is high (52%) in "good" category (52%), 30% in "sufficient" category and 18% in "less" category.

The description of the data above shows that mild intellectual disability people is still low in their social autonomy. The average ability of social self-sufficiency has the value of "sufficient", even in the other aspects of the category is "good", but the percentage of support is not too strong, only about 44% - 52%. The implications for life skill skills training programs are: to improve the social autonomy of persons with disabilities, teachers, facilitators and instructors are expected to facilitate to improve the following aspects: a). ability to adapt to community norms; b). ability to interact with others; c). the ability to respect others; d). ability to obey the rules of work world; e). ability to communicate effectively to carry out work; f). ability to work together to carry out certain tasks. The facilitation of such capabilities will provide support for the social autonomy of mild intellectual disability persons.

## 2. *Problems of Post-School Mild Intellectual Disability Persons*

The basic problem of mild intellectual disability person is the condition of their ability with intellectual limitations that affects their emotional autonomy, intellectual autonomy, economic autonomy and social autonomy. Another thing is the recognition and appreciation of the potential of the mild intellectual disability persons in the community groups in their environment, which can elevate their autonomy in accordance with their conditions maximally. Astati and Mulyati[6], showed that mild intellectual disability children had problems encountered in the educational context, as follows. a). Problems of difficulty in everyday life (such as difficulty in interpreting environmental norms), b). Adaptation problems (such as difficulty in self-development); c). Problems of learning difficulties (including academic subjects and abstract content); d). The problem of channeling into the workplace; e). The problem of spare time utilization. Problems faced by intellectual disability children, not only during the study but also face after their complete their formal study. Of the observed 27 post-school mild intellectual disability

persons, 4 (15%) worked in SLB, 9 (33%) followed the training in West Java Provincial Social Office, and 14 (51%) back again to the school to follow the training. The description indicates that the work autonomy for mild intellectual disability people need guidance and continuous supervision. Only 15% are able to work independently after graduation, where the institutions have social environment that understand, able to give attention and supervision that beneficial for the life of mild intellectual disability person.

The study also found that the problems related to social independence and self-sufficiency for the post-school mild intellectual disability persons are as follows.

- a) Utilization of leisure time. Their attitude tends to keep silence and distance from the crowd, so that if they are not preoccupied with work or other productive activities in their daily work, they can overload their thoughts, attitudes and actions,
- b) The readiness of work world to employ mild intellectual disability workers. The observation have not found home industry who are willing to accept mild intellectual disability workers for profit reason. Whereas mild intellectual disability people still cannot independently work something that is economically independent,
- c) The balance of mild intellectual disability people's work skills with challenges of business, has not met the requirement. Based on the observation, the skills training given at the time of education did not attract their interests so that their work skills are low. Another thing, work skills that are trained are too simple so as not to meet the demands of skills expected in the work world.
- d) Public acceptance towards the limited condition of mild intellectual disability person. The society still think that mild intellectual disability persons are same, that is, they have an intellectual defect so they can not work. In fact, mild intellectual disability person has potential that can be developed if the training is appropriate with their potential.

Other problems related to social autonomy, people with disabilities still have problems related to: 1) adaptation to community norms; 2) the ability to communicate effectively to carry out the task (eg:reducing repeated communication to perform certain tasks); 3). the ability to respect others; and 4). ability to work together to complete a specific job

## 3. *Life Skills Training for Mild Intellectual Disability Persons.*

Life Skills must be owned by everyone including mild intellectual disability people as it is very useful to solve the problems occur society. As stated by the Director General of PLSP, Directorate of Technical Personnel[9], Life Skills is defined as the skills possessed by a person to want and dare to face the problem of life and livelihood naturally without feeling depressed, then proactively and creatively seek and find solutions so finally able to cope. Meanwhile, according to Anwar [10], life skills is the ability that are needed to interact and adapt to other people or community environment where they live, among other skills in decision making, problem

solving, critical thinking, creative thinking, effective communication, personal, self-awareness, empathy, overcome emotions and overcome stress that is part of education. The fundamental thing about life skills is to help individual to adjust his life in social community without depend on others. Based on the observation towards mild intellectual disability persons, skills that can be utilized as life skills and work orientation has been prepared. It include physical, intellectual, social, and emotional readiness. Observed mild intellectual disability persons showed work readiness as follows: 1). the physical condition is generally eligible to perform simple skills; 2). their intellectual ability generally qualified to perform simple skills ;3). their social ability generally have the potential to obey the rules, can interact positively, and can cooperate but still need intensive guidance; 4). they have ability to manage emotions that include perseverance in work, showing empathy, intimacy, self-leadership, accepting other people's leadership, being able to lead a friend, and showing a sense of pleasure, but it need intensive guidance. In line to the potential possessed by mild intellectual disability persona, the type of work that can be done is a semi skilled, uncomplicated skill type that not requires critical and creative thinking skills. Based on research, work skills that are trained are as follows. carpentry 4 people; sewing (straight pattern) 7 people, cooking / catering 3 people, produce mats 8 people, craft worker or 5 people. In fact there are many work field in the community that can be done by mild intellectual disability person, for example: screen printing jobs, job product packaging, cleaning up the room, washing clothes, washing dishes in a rice stall or at a celebration event, and others. For people with intellectual disabilities, skills can be developed are: 1). sewing simple pattern shapes such as pillowcases, aprons, bags, tissue covers, dispenser covers and refrigerator covers. and 2). simple food processing. In the future, hopefully home industry can provide opportunities for mild intellectual disability person to work in their place. The implication of the research findings is that to develop the social autonomy of mild intellectual disability person, it is necessary to strengthen the work skills training which is based on life skills as the media of self-empowerment in social adjustment. The model of life skills training program for mild intellectual disability persons should be designed with regard to the materials program that concerning with the development of personalized self-management capabilities, including: self-care, structured speaking, dress ethics, ethics of behaving with others, increase the development of social autonomy that supports the economic autonomy, including the ability to interact, adapt to the environment, solve problems it faces, communicate effectively, cooperate and adjust its behavior with social norms, developing productive skills based on life skills, which is suitable with the condition of mild intellectual disability people, and provide the introduction of existing jobs in the industrial world for semi-skilled jobs.

#### IV. CONCLUSION

Problems faced by mild intellectual disability persons not only during the study, but also face after they graduated from school. The results of the study towards 27 people indicate that their autonomy is still low, still need guidance and continuous supervision. Only 15% from all those people are able to work independently after graduation it is who work at institutions that social environment can understand, able to give attention and supervision so that give benefit for life of mild intellectual disability people. If it is observed based on physical aspects, basically mild intellectual disability people can work. However, if it is observed based on the intellectual and emotional aspects, they still have barriers, so that social autonomy is also low. However, mild intellectual disability people have the potential to be nurtured, with their intellectual ability capable of reading, listening, able to learn in the non-academic field, which is not abstract, and socially able to cooperate, interact positively and can follow the discipline in work. To build the empowerment of mild intellectual disability persons, it is important to equip productive work skills through life skill training in accordance with their potential. However, for the utilization of their spare time, the readiness to work in the business world, the balance of work skills with the challenges of business needs in the business world, as well as demonstrating the public's trust in the ability of people with mild intellectual disability need to do integrated handling, collaborate between educational institutions or schools, social service, the world of work in this regard home industry and society in accordance with the role function.

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